

Cain Elementary

607 First Street
Darlington, South Carolina 29532

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-3 Elementary School | |
| Enrollment | 501 Students | |
| Principal | Wanda Odom | 843-398-2450 |
| Superintendent | Dr. Rainey Knight | 843-398-5200 |
| Board Chair | Mr. Warren Jeffords | 843-326-5970 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| | | | | |
|------------------|-------------|----------------|----------------------|-----------------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 0 | 6 | 52 | 49 | 6 |

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Good | Excellent | Yes |
| 2004 | Average | Average | Yes |
| 2005 | Average | Average | Yes |
| 2006 | Average | Average | Yes |

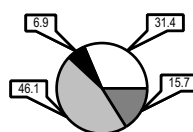
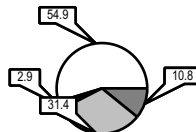
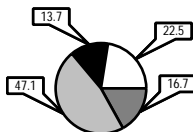
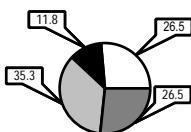
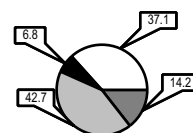
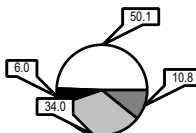
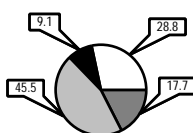
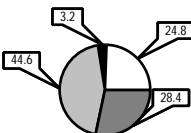
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 108 | 98.1 | 27.0 | 35.0 | 26.0 | 12.0 | 47.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 51 | 98.0 | 38.3 | 36.2 | 12.8 | 12.8 | 34.0 | N/A | N/A |
| Female | 57 | 98.2 | 17.0 | 34.0 | 37.7 | 11.3 | 58.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 30 | 96.7 | 23.1 | 19.2 | 42.3 | 15.4 | 73.1 | I/S | I/S |
| African American | 77 | 98.7 | 28.8 | 39.7 | 20.5 | 11.0 | 38.4 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 88 | 100.0 | 16.7 | 38.1 | 31.0 | 14.3 | 54.8 | N/A | N/A |
| Disabled | 20 | 90.0 | 81.3 | 18.8 | 0.0 | 0.0 | 6.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 108 | 98.1 | 27.0 | 35.0 | 26.0 | 12.0 | 47.0 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 108 | 98.1 | 27.0 | 35.0 | 26.0 | 12.0 | 47.0 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 81 | 97.5 | 32.4 | 35.1 | 24.3 | 8.1 | 41.9 | Yes | Yes |
| Full-pay meals | 27 | 100.0 | 11.5 | 34.6 | 30.8 | 23.1 | 61.5 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 108 | 98.1 | 22.0 | 47.0 | 17.0 | 14.0 | 44.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 51 | 98.0 | 27.7 | 44.7 | 17.0 | 10.6 | 38.3 | N/A | N/A |
| Female | 57 | 98.2 | 17.0 | 49.1 | 17.0 | 17.0 | 49.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 30 | 96.7 | 19.2 | 42.3 | 11.5 | 26.9 | 57.7 | I/S | I/S |
| African American | 77 | 98.7 | 23.3 | 47.9 | 19.2 | 9.6 | 39.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 88 | 100.0 | 10.7 | 52.4 | 20.2 | 16.7 | 51.2 | N/A | N/A |
| Disabled | 20 | 90.0 | 81.3 | 18.8 | 0.0 | 0.0 | 6.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 108 | 98.1 | 22.0 | 47.0 | 17.0 | 14.0 | 44.0 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 108 | 98.1 | 22.0 | 47.0 | 17.0 | 14.0 | 44.0 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 81 | 97.5 | 27.0 | 50.0 | 14.9 | 8.1 | 36.5 | Yes | Yes |
| Full-pay meals | 27 | 100.0 | 7.7 | 38.5 | 23.1 | 30.8 | 65.4 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 108 | 99.1 | 54.5 | 31.7 | 10.9 | 3.0 | 13.9 |
| Gender | | | | | | | |
| Male | 51 | 100.0 | 56.3 | 31.3 | 8.3 | 4.2 | 12.5 |
| Female | 57 | 98.2 | 52.8 | 32.1 | 13.2 | 1.9 | 15.1 |
| Racial/Ethnic Group | | | | | | | |
| White | 30 | 100.0 | 33.3 | 37.0 | 25.9 | 3.7 | 29.6 |
| African American | 77 | 98.7 | 61.6 | 30.1 | 5.5 | 2.7 | 8.2 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 88 | 100.0 | 48.8 | 34.5 | 13.1 | 3.6 | 16.7 |
| Disabled | 20 | 95.0 | 82.4 | 17.6 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 108 | 99.1 | 54.5 | 31.7 | 10.9 | 3.0 | 13.9 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 108 | 99.1 | 54.5 | 31.7 | 10.9 | 3.0 | 13.9 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 81 | 98.8 | 61.3 | 32.0 | 6.7 | 0.0 | 6.7 |
| Full-pay meals | 27 | 100.0 | 34.6 | 30.8 | 23.1 | 11.5 | 34.6 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 108 | 100.0 | 31.4 | 46.1 | 15.7 | 6.9 | 22.5 |
| Gender | | | | | | | |
| Male | 51 | 100.0 | 37.5 | 45.8 | 8.3 | 8.3 | 16.7 |
| Female | 57 | 100.0 | 25.9 | 46.3 | 22.2 | 5.6 | 27.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 30 | 100.0 | 22.2 | 40.7 | 22.2 | 14.8 | 37.0 |
| African American | 77 | 100.0 | 35.1 | 47.3 | 13.5 | 4.1 | 17.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 88 | 100.0 | 21.4 | 51.2 | 19.0 | 8.3 | 27.4 |
| Disabled | 20 | 100.0 | 77.8 | 22.2 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 108 | 100.0 | 31.4 | 46.1 | 15.7 | 6.9 | 22.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 108 | 100.0 | 31.4 | 46.1 | 15.7 | 6.9 | 22.5 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 81 | 100.0 | 36.8 | 47.4 | 13.2 | 2.6 | 15.8 |
| Full-pay meals | 27 | 100.0 | 15.4 | 42.3 | 23.1 | 19.2 | 42.3 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 101 | 100.0 | 25.8 | 35.1 | 35.1 | 4.1 | 39.2 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 108 | 98.1 | 27.0 | 35.0 | 26.0 | 12.0 | 38.0 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 101 | 100.0 | 17.5 | 50.5 | 18.6 | 13.4 | 32.0 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 108 | 98.1 | 22.0 | 47.0 | 17.0 | 14.0 | 31.0 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 101 | 100.0 | 40.2 | 38.1 | 19.6 | 2.1 | 21.6 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 108 | 99.1 | 54.5 | 31.7 | 10.9 | 3.0 | 13.9 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 101 | 100.0 | 30.9 | 50.5 | 14.4 | 4.1 | 18.6 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 108 | 100.0 | 31.4 | 46.1 | 15.7 | 6.9 | 22.5 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 501) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 2.4% | Down from 2.7% | 3.6% | 2.8% |
| Attendance rate | 96.8% | Up from 96.5% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 1.8% | Down from 5.0% | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.8% | Down from 5.9% | 0.0% | 0.0% |
| Eligible for gifted and talented | 1.8% | Up from 0.9% | 6.9% | 10.4% |
| On academic plans | N/A | N/AV | 43.8% | 33.6% |
| On academic probation | N/A | N/AV | 0.3% | 1.0% |
| With disabilities other than speech | 10.5% | Down from 12.2% | 8.5% | 7.5% |
| Older than usual for grade | 0.0% | Down from 0.9% | 1.2% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 34) | | | | |
| Teachers with advanced degrees | 50.0% | Down from 58.1% | 51.6% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 0.0% | N/A | 2.6% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 0.0% | 0.0% |
| Teachers returning from previous year | 88.4% | Down from 90.4% | 87.1% | 87.3% |
| Teacher attendance rate | 94.0% | Down from 94.9% | 95.0% | 94.9% |
| Average teacher salary | \$42,047 | Up 0.6% | \$42,047 | \$42,485 |
| Prof. development days/teacher | 14.8 days | Up from 14.7 days | 13.2 days | 13.3 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.2 to 1 | Down from 21.2 to 1 | 17.7 to 1 | 18.6 to 1 |
| Prime instructional time | 89.6% | Down from 90.1% | 89.7% | 89.7% |
| Dollars spent per pupil* | \$5,879 | Down 2.1% | \$6,816 | \$6,557 |
| Percent of expenditures for teacher salaries* | 68.4% | Up from 67.1% | 63.2% | 64.0% |
| Percent of expenditures for instruction* | 71.5% | | 69.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Down from 99.7% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Excellent | No change | Excellent | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 8.6% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | Yes |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff of J.L. Cain Elementary are committed to meeting the individual, academic and social needs of all students. It is our goal to teach, nurture, and motivate every student to become a successful life-long learner. We have created an environment that is student-centered, challenging, engaging, and meaningful. Parents and community members have assisted in meeting students' needs by providing support through the PTO, School Improvement Council, committees, volunteers, conferences and special events.

J. L. Cain is a Title I school that provides teachers with staff development opportunities based on best educational practices. Our teachers attended conferences and workshops this year to improve their skills and to enhance instruction and student learning in English Language Arts, math and science. As a result, we have seen an increase in reading and math achievement.

The foundation of our curriculum is built on the South Carolina Curriculum Standards. We implement strategies on collaborative learning, higher order thinking and reasoning skills, balanced literacy, math problem solving and spiraling, character education, technology integration, and a positive approach to discipline.

During the 2005-2006 school year, our students, parents, faculty and staff participated in many service-learning projects to help build character and community involvement. Some of the projects included raising \$1,000 to assist the Hurricane Katrina victims, collecting money for St. Jude Children's Hospital, collecting cans for the children's burn center, collecting canned goods for needy families, collecting books to give to children, and participating in the Samaritan's Purse Project. We also participated in the district-wide art contest, Safe Kids Calendar Contest, the Governor's Citizenship Award Program, Terrific Kids, and Students' Taking a Stand Against Drugs.

To assist with meeting the diverse needs of students, we offered opportunities for our students to participate in extra-curricular activities such as grade level field trips, art exhibitions, musical performances, chorus, May Day Program, field day, book club, computer lab, library helpers, artist-in-residence, and Fine Arts Night. These activities have helped to instill a sense of pride and respect for self, others and the school.

J.L. Cain Elementary School will continue to help our students be successful learners by engaging the staff, parents, and community in meeting the individual, academic and social needs of each one.

Wanda Odom, Principal

Brandy Weaver, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 36 | 86 | 39 |
| Percent satisfied with learning environment | 97.2% | 91.7% | 84.2% |
| Percent satisfied with social and physical environment | 94.4% | 90.4% | 73.7% |
| Percent satisfied with school-home relations | 91.7% | 96.4% | 78.4% |

*Only students at the highest elementary school grade level at this school and their parents were included.